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ABSTRACT

This publication makes available to adult basic education teachers and supporting personnel a guide to the literature which can develop deeper appreciation and understanding of their clientele--the disadvantaged. This annotated bibliography of works on poverty and matters relating to poverty contains 205 entries. It is divided into the following sections: Face of Poverty, People of Poverty, Psychology of Poverty, Dynamics of Poverty, Urbanization of Poverty, Abolition of Poverty, and Appendix. (Author/CK)

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POVERTY

An Annotated Bibliography for Adult Basic Education Teachers

Ernestine H. Thompson

Graduate Student

University of Georgia

May 1970

SOUTHERN REGIONAL EDUCATION BOARD • 130 Sixth Street, N.W. • Atlanta, Georgia

foreword

The Department of Adult Education, College of Education, University of Georgia, is pleased to make this annotated bibliography available to the Southern Regional Education Board's Adult Basic Education Project for publication. While this bibliography was prepared by Mrs. Thompson for EAD 961, Urbanization, taught by Dr. Eugene I. Johnson, it reflects extensive readings done by Mrs. Thompson in several other graduate courses in the department.

The bibliography also reflects professional preparation done by Mrs. Thompson for her classes of adults in basic education programs.

The Department of Adult Education joins Mrs. Thompson in the wish that the bibliography is helpful to others engaged in the fascinating study of the disadvantaged.

Curtis Ulmer, Chairman
Department of Adult Education

introduction

The current hue and cry of the United States is *ecology*. The natural resources of America, according to conservationists, are dangerously close to being beyond reclamation. Air pollution, water pollution, and on and on goes the story. This problem is more than sobering; it is frightening. But—it is by no means the only problem. An equally serious situation exists in the area of human resources. The lives of many Americans are left meaningless and unproductive as a result of a blight as great as pollution—Poverty. The seriousness of the problem of poverty is intensified by the possibility that national attention directed toward the ecology may well relegate poverty to its present level of concern when ever-increasing attention is necessary if the problem is ever to be overcome.

The only heartening dimension of the problem of Poverty is that, ideally and theoretically, the problem and its resulting problems can be solved. While many of the organized efforts at abolishing poverty have been considered blatant failures, much can be learned from studying the failures and successes of the past. The purpose of this book is to present an annotated bibliography of works related to poverty. While each source cited in this bibliography has application across the whole scope, the materials are presented in seven sections.

The Project is making this publication available to adult basic education teachers and supporting personnel so as to provide a readily available guide to the literature which can develop deeper appreciation and understanding of their clientele—the disadvantaged.

Edward T. Brown
Project Director

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the face of poverty

1. **Benson, Don (ed.). DIALOGUE ON POVERTY. Indianapolis and New York: The Bobbs-Merrill Company, Inc., 1967.**

Results of a symposium on poverty held in Maine, 1966. Paul Jacobs, Arthur McCormack, Bayard Rustin, Leon Keyserling, Robert Theobald, Nat Hentoff and Don Benson treat concerns such as Watts, the ambivalent attitude toward the poor, the religious attitude, and the paying of students to get an education. The book further deals with the role of education in overcoming poverty, the improvement of family structure when the male provides the security, the redefinition of work as service, the results of the war on poverty, and the economics of overcoming the war on poverty.

2. **Derbyshire, Robert. "Poverty as Viewed by the Sociologist," FRONTIERS IN ADULT BASIC EDUCATION, Office of Continuing Education, Florida State University, 1966.**

A sociological view of poverty. The author concludes that the present value system perpetuates poverty, that the poor must realize their potential as creators of their own destiny, and that American society must allow and provide for the poor to be such creators.

3. **Dunne, George S. J. (ed.). POVERTY IN PLENTY. New York: P. J. Kenedy and Sons, 1964.**

Results of a seminar at Georgetown University. Reports on the war against poverty are presented by authorities including Sargent Shriver, Michael Harrington, Dwight MacDonald, Gunnar Myrdal, Leon H. Keyserling.

4. **Ferman, Louis, Joyce Kornbluh, and Alan Haber (eds.). POVERTY IN AMERICA, A BOOK OF READINGS. Ann Arbor: The University of Michigan Press, 1965.**

A collection of papers on poverty in America. Chapter Two, "Who are the Poor," and Chapter Six, "The Life of the Poor," are especially strong sections. In addition to the broad range of topics treated in the book, it also contains a summary of the Economic Opportunity Act of 1964 and a list of agencies and organizations operating in the program.

5. **Fishman, Leo. POVERTY AMID AFFLUENCE. New Haven: Yale University Press, 1966.**

Papers presented at West Virginia Conference on Poverty. The author attempts to present a basis for understanding the various aspects of poverty so that sound attitudes and programs can be developed, measured and evaluated.

6. **Gordon, Margaret S. (ed.). POVERTY IN AMERICA. Proceedings of a National Conference Held at the University of California, Berkeley, 1965. San Francisco: Chandler Publishing Company, 1965.**

Selected reports in the area of general economics of poverty. The following topics are presented: "Views on the Anti-Poverty Program," "Income Distribution Policies," "Education Policies," "Full Employment and Labor Market Policies," "Welfare Services and Rehabilitation," "Urban Renewal."

7. **Harrington, Michael. THE OTHER AMERICA: POVERTY IN THE UNITED STATES. New York: The Macmillan Company, 1964.**

Account of the irony of poverty as a culture and a way of life. The other America is particularly concerned with the unseen, unknown, misunderstood, uncared for and lonely poor. These include the minority groups, old, rural, ghetto, hillbilly, migrant, mentally ill, derelict and intellectual poor — the 40 to 50 million hidden poor. The author concurs that action on the part of the federal government is the only possible answer.

8. **Keyserling, Leon. PROGRESS OR POVERTY. Conference on Economic Progress. Washington, D. C., 1964.**

An economic and sociological description of the 34 million poor in the U. S. with suggestions for attacking the problem with employment and special programs.

9. **Larner, Jeremy and Irving Howe (eds.). POVERTY: VIEWS FROM THE LEFT. New York: William Morrow and Company, Inc., 1969.**

Readings on various aspects of poverty. Opinions are presented by authorities including Harrington, Jacobs, Larner. Special problems such as "The Poverty of Aging" by Ben Seligman and "Appalachia" by Harry Caudill are included. The general theme is that needs are urgent and that poverty in the United States is a moral scandal.

10. Lampman, Robert. "What We Know About Poverty," THE NATION. December 9, 1968.

Review and discussion of the effectiveness of different approaches to the problems of poverty. The article presents no consensus among experts regarding the different approaches.

11. Lens, Sidney. POVERTY: AMERICA'S ENDURING PARADOX—A HISTORY OF THE RICHEST NATION'S UNWON WAR. New York: Thomas Y. Crowell Company, 1969.

A social, economic and political history of poverty in U. S. The book begins with the Elizabethan Poor Laws and continues to the present day. The author concludes that most systems discussed aimed for the amelioration rather than the abolition of poverty.

12. Meissner, Hanna H. (ed.). POVERTY IN THE AFFLUENT SOCIETY. New York: Harper and Row, 1966.

History of the attitudes held toward poverty in the U. S. The book presents realistic sketches on special problems such as welfare, the plight of the Puerto Rican, etc. The fourth section, "The Culture of Poverty," is especially relevant.

13. Pavenstedt, Eleanor, M. D. (ed.). THE DRIFTERS: CHILDREN OF DISADVANTAGED LOWER-CLASS FAMILIES. Boston: Little, Brown and Company, 1969.

Presentation of the life style, interpersonal dynamics and the sociocultural setting of 13 multiproblem families. This book was planned for professionals and students interested in understanding and dealing with the problems of the disadvantaged and in effecting change.

14. POVERTY AND DEPRIVATION IN THE UNITED STATES—THE PLIGHT OF TWO-FIFTHS OF A NATION. Washington, D. C.: Conference on Economic Progress, April, 1962.

The treatment of economic growth and social progress. The main theme is that economic growth and social progress are inseparable in America. Therefore, poverty and deprivation create an "underdeveloped" market. The author suggests that drastic program changes are needed to deal with the lack of progress in overcoming poverty.

15. "Poverty in America: Its Cause and Extent," TIME MAGAZINE, May 17, 1968, pp. 24-32.

A Time survey of poverty conditions in the United States with photographs.

16. Seligman, Ben B. (ed.). POVERTY AS A PUBLIC ISSUE. New York: The Free Press, 1965.

Treatment of the various dimensions of poverty. This complete book discusses poverty from several viewpoints: aging, young, Negro, Appalachia, law, politics, and programs for overcoming the problems.

17. Shostak, Arthur B. and William Gomberg. NEW PERSPECTIVES ON POVERTY. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965.

An anthology which offers views on poverty in general. The book concentrates on the areas of reform and the war on poverty; it also contains a "Model for Action."

18. Simon, Arthur. FACES OF POVERTY. St. Louis: Concordia Publishing House, 1966.

A look at the indifference and apathy of the prosperous toward the poor. The book gives a view of the existential realities of America and contemporary poverty. The subjects discussed are from a parish in the Lower East Side of Manhattan.

19. THE CONCEPT OF POVERTY. Task Force on Economic Growth and Opportunity. Washington, D. C.: Chamber of Commerce of the United States, 1965.

A collection of research papers. Papers by John Dunlop, Victor Fuchs, Herman Miller and Eugene Smolensky are included. In addition, concepts, suggestions and recommendations made by the Task Force for recognizing and alleviating poverty are presented. The study was designed to develop a sound factual definition of poverty and to set guidelines for private and public policy. The necessary conditions of economic growth, development of human resources and mobility, evaluation and research are discussed.

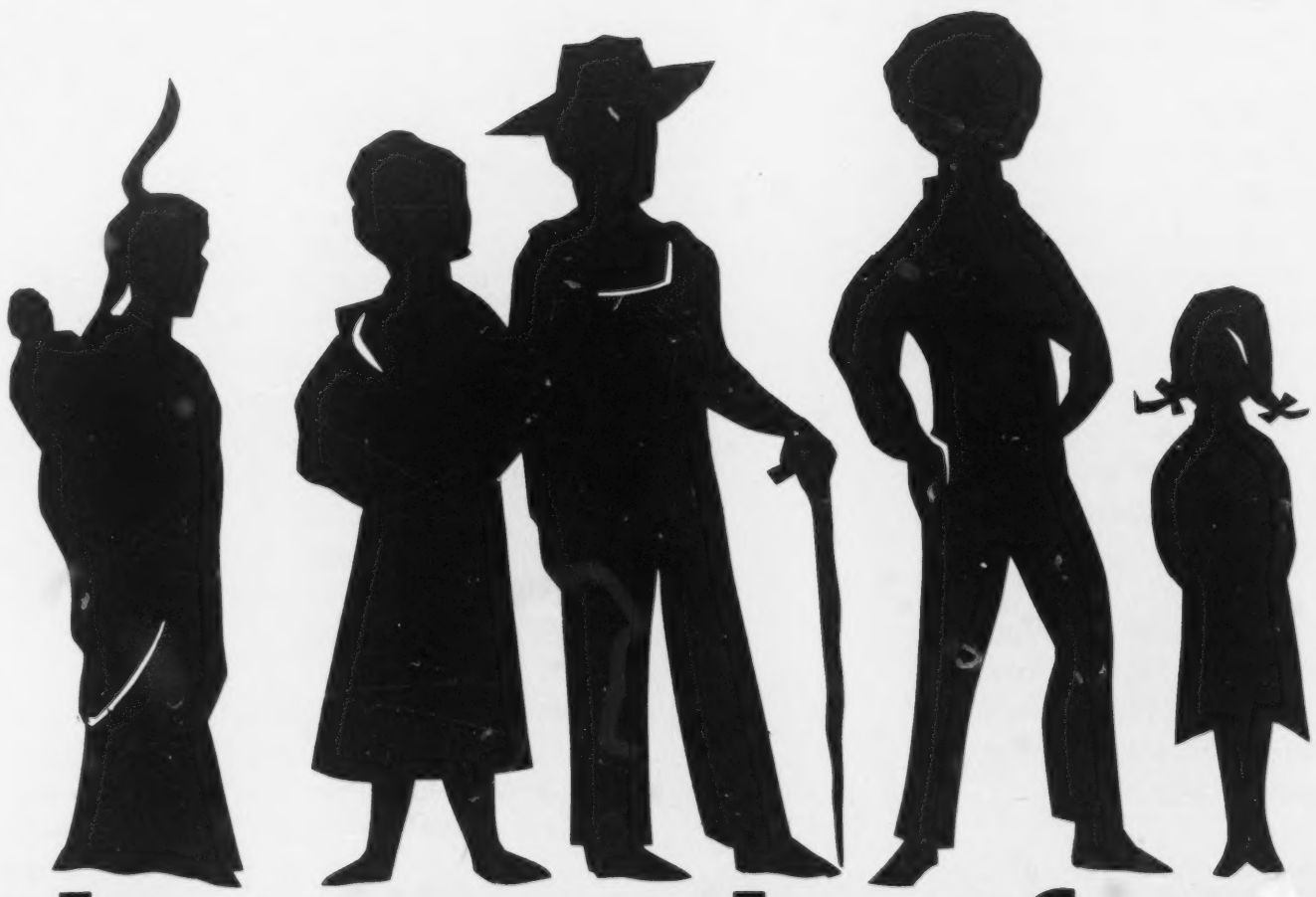
20. Valentine, Charles A. CULTURE AND POVERTY—CRITIQUE AND COUNTER PROPOSALS. Chicago: The University of Chicago Press, 1968.

Treatment of the culture of poverty. The author critically discusses Oscar Lewis' "culture of poverty" concept and Moynihan's ideas on the Negro family and maintains that interpretations of poverty must be free of

class bias and color categories. Positive anti-poverty proposals and a comprehensive urban "ethnographic research design," are presented.

21. Will, Robert and Harold Vatter. POVERTY IN AFFLUENCE. New York: Harcourt, Brace and World, Inc., 1965.

Collection of writings on the causes, forms, results of poverty and proposals for overcoming it.



the people of poverty

22. Gittler, Joseph (ed.). UNDERSTANDING MINORITY GROUPS. New York: John Wiley and Sons, Inc., 1956. (Paperback Edition, 1964).

Papers or lectures dealing with the problem of race, creed and color in the United States. The book is based on the assumption that scholarship is still the great "emancipator." Sections of particular interest are Chapter III, "The United States Indian" by John Collier, and Chapter VII, "The Puerto Rican in the United States" by Clarence Senior.

23. Mack, Raymond W., (ed.). RACE, CLASS AND POWER. New York: American Book Company, 1963.

A theoretically structured view of dominant relations. This book has some interesting writings on race as a biological concept and as a social concept. (Atlanta is discussed as an example of good racial relations.)

24. Marden, Charles and Gladys Meyer. MINORITIES IN AMERICAN SOCIETY. New York: American Book Company, 1962.

A generalized account of minority characteristics, typical processes and intergroup relations. Part II includes a series of descriptions of the dominant minority groups in the United States.

25. Rose, Arnold and Caroline Rose (eds.). MINORITY PROBLEMS, A TEXTBOOK OF READINGS IN INTER-GROUP RELATIONS. New York: Harper and Row, 1965.

Comparison of minority group problems in the U. S. with minority problems in other parts of the world. This textbook discusses tension, adjustment and maladjustment, various national techniques for eliminating minority problems in the areas of law, civil rights and direct action.

26. Simpson, George and J. Milton Yinger. RACIAL AND CULTURAL MINORITIES. New York: Harper and Row, 1958.

Discussion of the puzzling phenomena of intergroup relations. Simpson and Yinger maintain that scientists should separate variables and study them and should emphasize controlled observations of prejudice and discrimination, power structure and struggles. The point that many definitions are "constructs of convenience" is made.

27. Billingsley, Andrew. BLACK FAMILIES IN WHITE AMERICA. Englewood Cliffs, N. J., Prentice-Hall, 1968.

A conceptual model for studying Black families. Black families consider four essential elements in viewing the Negro family: social system, ethnic subsociety, family structure and family function. The book, positive in outlook, focuses on the resilience, flexibility and successes of black families.

28. Bloom, Leonard and Glen Noval. TRANSFORMATION OF THE NEGRO AMERICAN. New York: Harper and Row, 1965.

An examination of the changing role of the Negro in America. This changing role includes the relationship with whites, the shift from gradual to urgent demands and Negro successes in the past as well as future opportunities.

29. Brink, William and Louis Harris. BLACK AND WHITE. New York: Simon and Schuster, 1967.

Newsweek study conducted by the Louis Harris organization which polled whites and blacks—1963-1966. Survey shows the attitude changes—of both blacks and whites—over the three-year period and reveals a crisis related to leadership and power.

30. Frazier, E. Franklin. THE NEGRO FAMILY IN THE UNITED STATES. Chicago: University of Chicago Press, 1939 (Revised Edition, 1966, Foreword by Nathan Glazer).

A classic historical study of the family. The author uses a natural history approach to study the Negro family as a social institution from slavery to rural folk-life to the Northern city, using the descriptive level of analysis and personal documents. In the foreword, Glazer says, ". . . its major framework remains solid and structures all our thinking on the Negro family."

31. Keil, Charles. URBAN BLUES. Chicago: The University of Chicago Press, 1966.

An exposition of the expressive male role within urban lower-class Negro culture—the contemporary bluesman. The author uses sociological and psychological theories and concepts, the lives of contemporary bluesmen and his own insight to arrive at a viable definition of "soul" and the realities of Negro identity.

32. Liebow, Elliot. TALLY'S CORNER. Boston: Little, Brown and Company, 1967.

Study of the role of the male in Negro family life based on the participant-observer approach. The data resulted from daily observations of lower-class Negro males in Washington, D. C. The author concludes that most behavior is a response to lower-class problems rather than historical or cultural conditioning.

33. Malcolm X. THE AUTOBIOGRAPHY OF MALCOLM X. New York: Grove Press, 1968.

"One Man's Way to Heaven"—a very real account of a man's struggle to find a place as a man, establish a power base among the poorest of the poor and envision a human brotherhood.

34. Moynihan, Daniel. THE NEGRO FAMILY: THE CASE FOR NATIONAL ACTION. Washington, D. C.: U. S. Department of Labor, Office of Planning and Research, March, 1965.

Report on the Negro family without a man. This report deals with a problem which causes deterioration of the entire Negro community and traces it to slavery, unemployment and attendant circumstances.

35. Myrdal, Gunnar. AN AMERICAN DILEMMA. New York: Harper and Row, 1944.

Definitive treatment of the status, social and psychological condition of the American Negro. Most authorities consider this a primary source.

36. Rainwater, Lee. "Crucible of Identity: The Negro Lower-Class Family," DAEDALUS, Winter, 1966.

Monograph based on interviews with residents of a housing project in St. Louis. The author describes and analyzes slum Negro family patterns that reflect strain and adaptation. The data result from an empirical study conducted by a systematic approach. The book concludes that present patterns are an adaptation to socio-economic situation and are conditions which should be changed. (For example, employment income for men, better education, organization, group identity and pride.)

37. Silberman, Charles E. CRISES IN BLACK AND WHITE. New York: Random House (Vintage Book), 1964.

A very realistic and not pretty picture of the present Negro-white situation. The book also contains historical and general background material.

38. Staples, Robert E. "Research on the Negro Family: A Source for Family Practitioners," THE FAMILY COORDINATOR. (July, 1969), pp. 202-209.

A review of the important studies of Negro family life in the United States. The author maintains that it is important for educators to understand Negro family life in order to serve effectively.

39. "The Negro-American," DAEDALUS, Volume 95, Winter, 1966.

An issue devoted to the Negro-American. This issue contains the following articles: Charles Abram's "The Housing Problem and the Negro," Eunice and George Grier's "Equality and Beyond: Housing Segregation in the Great Society," Erik Erickson's "The Concept of Identity in Race Relations," and works by Oscar Handlin, Kenneth Clark and Franklin Edwards. Also included is the transcript of the American Academy Conference on the Negro-American, May, 1965.

THE AMERICAN INDIAN

40. Collier, John. INDIANS OF THE AMERICAS. New York: The New American Library, 1967 (A Mentor Book).

A history of the American Indian to the present. The author theorizes that the real triumph of the American Indian has been the preservation and triumph of the group life.

41. Deloria, Vine. CUSTER DIED FOR YOUR SINS. New York: Macmillan, 1969.

An account of Indian history and life. In a witty and tragic style, the author emphasizes the damage that has been done by the government and concerned liberals in the last 20 years with special concern about the dangers of termination and tribalism.

42. Dyer, Dorothy T. "Human Problems in an Indian Culture," THE FAMILY COORDINATOR, Volume XVIII, No. 4 (October, 1969), pp. 322-329.

Results of a class on Family and Human Development. The students from four agencies serving the Standing Rock Reservation, discussed communication barriers, problems and assets and cultural values.

NOTE—One of the best discussions of the INDIAN culture is found in LANGUAGE PROBLEMS OF THE DISADVANTAGED ("Group Identity" by Sol Tax). See also Chapter 15 in Marden and Meyer's MINORITIES IN AMERICAN SOCIETY; Chapter III in Gittler's UNDERSTANDING MINORITY GROUPS; Collier's "The United States Indian;" Chapter 8 in Crook and Thomas' WARRIORS FOR THE POOR, "What Will the Apaches Do When They Get Out of Jail?"

43. Caudill, Harry M. NIGHT COMES TO THE CUMBERLAND—A BIOGRAPHY OF A DEPRESSED AREA. Boston: An Atlantic Monthly Press Book, 1963.

An account of the waste and spoilage of human and natural resources in the Cumberland Plateau region of Kentucky. The book offers historical, economic, political and psychological explanations and accounts of the subject.

44. ECONOMIC SURVEY OF THE APPALACHIAN REGION, Report No. 69, Economic Research Service, U. S. Department of Agriculture, April 19, 1965.

Report of economic survey in Appalachia. In 1969 Appalachia's population was over 50 percent rural but only nine percent farm. This report deals with the critical lack of land adaptable to mechanized farming, educational attainment below state and national levels, income below state and national levels, lack of job opportunities, and heavy outmigration.

THE PUERTO RICAN

45. Berle, Beatrice, M. D. 80 PUERTO RICAN FAMILIES IN NEW YORK CITY—HEALTH AND DISEASE STUDIED IN CONTEXT. New York: Columbia University Press, 1958.

Demonstration of the constant interplay of sickness and health with the cultural, physical and emotional facets of the environment. This book is based on a longitudinal study of health of selected Puerto Rican families and stresses need for family service centers.

46. Lewis, Oscar. LA VIDA—A PUERTO RICAN FAMILY IN THE CULTURE OF POVERTY—SAN JUAN AND NEW YORK. New York: Random House, 1965.

Family study of culture of poverty. This study of the life and conditions of a single extended family in episodic form looks at the culture of poverty from a restricted viewpoint. (Somewhat repetitious, this study is not the equal of Lewis' other studies.)

47. Mills, C. Wright, Clarence Senior and Rose Kohn Goldsen. THE PUERTO RICAN JOURNEY — NEW YORK'S NEWEST MIGRANTS. New York: Harper and Brothers, 1950.

A sociological report on the migrants: who they are, why they came, what the journey means. The report deals with occupation, income, life stories, solidarities, conflicts, and group adaptation. It further compares the subjects with earlier migrants.

48. Padilla, Elena. UP FROM PUERTO RICO. New York: Columbia University Press, 1958.

A discussion of "the first airborne migration in history." This book presents an anthropological, detailed description of the ways of life and changing culture of Puerto Ricans in a New York City slum.

49. Rand, Christopher. THE PUERTO RICANS. New York: Oxford University Press, 1958.

Results of research done for the New Yorker on Spanish East Harlem. Attitudes toward success, education, schools, churches, traditions as well as most of the problems which result from slum living and cultural changes are discussed.

50. Senior, Clarence. THE PUERTO RICANS: STRANGERS—THEN NEIGHBORS. Chicago: Quadrangle Books, (1961), 1965.

An optimistic and hopeful look at the citizen immigrants. Problems of education, housing, job discrimination and general acceptance are discussed.

51. Sexton, Patricia Cayo. SPANISH HARLEM. New York: Harper and Row, 1965.

A detailed portrait of Spanish Harlem (East Harlem). The book attempts to identify problems and solutions.

52. Thomas, Piri. DOWN THESE MEAN STREETS. New York: Alfred A. Knopf, 1967.

An autiobiographical account of a Puerto Rican born and reared in Spanish Harlem. Problems with color, family, drugs, murder, prison and rehabilitation are frankly presented.

THE ELDERLY POOR

53. "How Do You Find the Elderly Poor?" COMMUNITIES IN ACTION, IV, No. 2 (Sept. - Oct., 1968), p. 3.

An account of Project Find. This article covers the acute problems of the elderly poor, what is being done for them and in what areas they would be interested in receiving further help.

NOTE – Information is also found in Section 6 of Will's POVERTY IN AFFLUENCE; Chapter 6 in Harrington's THE OTHER AMERICA; Chapter 2 in Ferman's POVERTY IN AMERICA; "The Poverty of Aging" in Seligman's POVERTY AS A PUBLIC ISSUE; Chapter 3 in Abram's THE CITY IS THE FRONTIER; "The Poverty of Aging" in Larner and Lowe's POVERTY: VIEWS FROM THE LEFT; "Post Graduate Poverty" in Simon's FACES OF POVERTY.

54. EDUCATION, SKILL LEVEL, AND EARNINGS OF THE HIRED FARM WORKING FORCE OF 1961. Agricultural Economic Report No. 26, U. S. Department of Agriculture, March, 1963.

Report of survey of farm work force. The survey found that 73 percent of all adult farm wage workers over 25 had no more than a grade school education, over 60 percent non-white males had less than 5 years of schooling. In the South, white workers with similar education averaged $1.00 a day more than non-whites. Most workers were concentrated in jobs requiring no training and education, and the lowest skilled farm jobs pay the lowest wages, are highly seasonal and require no training or education. This survey suggests that farm wage work is one of the largest single major occupations open to unskilled workers, a situation which could be changed by the increasing mechanization of agriculture.

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55. Good, Paul. THE AMERICAN SERFS. New York: G. P. Putnam's Sons, 1968.

Report on rural poverty. Enforced starvation, dislocation, desperation, neglect of thousands of black and white families in the Deep South and Southern Appalachia is presented as the result of deliberate governmental policies and economic strategies. The contention is made that it is not being alleviated but is ongoing, rooted in ruthless individualism and ignorance on the part of the prosperous. The book also contains a bitter description of the post-Kennedy-Johnson OEO rural South.

56. Knowlton, Clark. "The New Mexican Land WAR." THE NATION, June 17, 1968.

Treatment of the intense problems, isolation, misery and fears of the Spanish-Americans living in the impoverished Rio Arriba County in northern New Mexico. Anger, bitterness and resentment are presented as blazing hot issues today, illustrated with *unbelievable* stories of intrigue and terror.

57. Gans, Herbert J. THE URBAN VILLAGERS, GROUP AND CLASS IN THE LIFE OF ITALIAN-AMERICANS. New York: The Free Press of Glencoe, 1962.

A participant-observer study of an inner city Boston neighborhood (West End). This study covers the second generation of American-Italians who live in this slum area, their sub-culture, relationship with "caretakers" and problems with relocation.

58. Lewis, Oscar. FIVE FAMILIES–MEXICAN CASE STUDIES IN THE CULTURE OF POVERTY. New York: Basic Books, Inc., 1959.

A sampling in depth of poverty. A minute and total observation of the daily lives of particular families in a Mexican community is used as the basis for this book. It captures the dynamics of poverty, cultural deprivation and weariness. (The study is an experiment in anthropological research design and reporting.)

59. Allport, Gordon W. THE NATURE OF PREJUDICE. Garden City, N. Y.: Anchor Book (Doubleday and Company, Inc.), 1958.

An account of the nature, growth and causes of prejudice in the U. S. Many consider this the definitive work in the field.

60. Berry, Jane. "Effects of Poverty on Culturally Disadvantaged Women," ADULT LEADERSHIP, XVII, No. 1 (May, 1969).

A discussion of the culturally disadvantaged women with responsibilities in any urban center. The author feels that it is important to understand the problems—sense of helplessness, deprivation, insecurity, dependency—the vicious circle of unending circumstances. The book also discusses the value of the New Careers Program in dealing with these problems.

61. Berton, Pierre. THE SMUG MINORITY. Garden City, N. Y.: Doubleday and Company, Inc., 1969.

An account of attitudes toward poverty in Canada. The author sharply attacks the "Protestant Ethic" and other highly regarded values of the affluent middle class and suggests effective, but perhaps radical, methods of dealing with the problem.

62. Broom, L. and J. Kitsud. "The Validation of Acculturation: A Condition to Ethnic Assimilation," AMERICAN ANTHROPOLOGIST (February, 1955), pp. 44-48.

A discussion of the factors that must be considered in deciding the degree to which an ethnic group has become an assimilated place or part of the general culture.

63. Brunner, Arthur. "Aspirational Fulfillment Among Adults on Lower Socio-Economic Levels With Implications for Adult Education" (unpublished Ed.D. dissertation, Department of Education, Indiana University, 1958).

An analysis of interviews related to aspiration with lower income black and white population in Indianapolis. The interviewers focused on the desired opportunities for fulfilling aspirations. The overwhelming concern was financial problems. Education was viewed as irrelevant to fulfilling aspirations.

64. Clark, Kenneth, DARK GHETTO, DILEMMAS OF SOCIAL POWER. New York: Harper and Row, 1965.

A discussion of the social dynamics, pathology and psychology involved in and caused by forcing people to live in ghettos or segregated groups. The author believes the "Cult of the Disadvantaged" keeps minorities down and that labels are an excuse for little positive action.

65. Glazer, Nathan and Daniel Moynihan. BEYOND THE MELTING POT. Cambridge, Mass.: The M.I.T. Press and Harvard University Press, 1963.

Discussion of the role of ethnicity in complex life of New York City. The book makes the point that the melting pot is not a reality. (Note: Section on the Puerto Ricans in the City.)

66. Goffman, Irving. STIGMA, NOTES ON THE MANAGEMENT OF SPOILED IDENTITY. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.

An account of "mixed contacts" or direct confrontation between discredited persons facing an unaccepting world. The book presents an excellent discussion of how the minority group member feels about himself, about others in his group, about "normals," and how "normals" feel about members of special groups.

67. Grier, William and Price Cobbs. BLACK RAGE, New York: Basic Books, Inc., 1968.

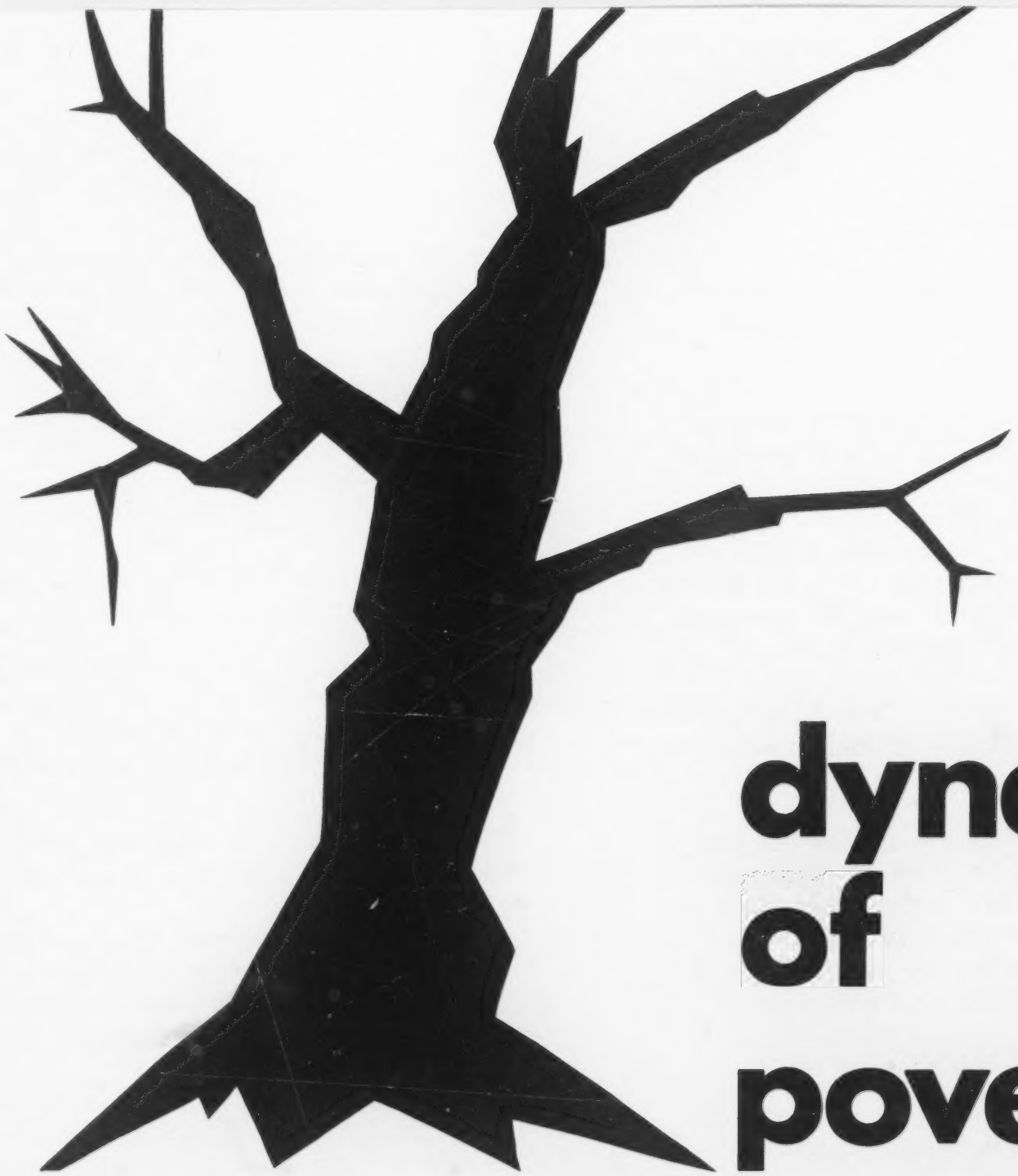
Psychiatric case studies. A book written by two black psychiatrists who feel that the effects of slavery, self-hatred, etc., have resulted in black rage that is both inwardly and outwardly as well as latently and openly expressed. They believe that although slavery was abolished, minds have never been freed.

68. Hines, Ralph. "Social Expectations and Cultural Deprivation," BASIC EDUCATION FOR THE DISADVANTAGED. Boston: Houghton-Mifflin Company, 1966.

A chapter devoted to the relationship of expectations and performance. The author makes the point that low expectations result in poor performance and that the Negro is forced to be what society expects him to be.

69. Thernstrom, Stephan. "The Myth of American Affluence," COMMENTARY, XLVIII, 4 (October, 1969).

A treatment of the myth which has created a formidable obstacle to understanding our present condition. The author maintains that the fundamental domestic problem is inequality of wealth, political power, social privilege. This situation affects not only the "hard core" poor but also the working lower-class citizen.



dynamics of poverty

WELFARE

70. Cloward, Richard and Frances Piven. "Finessing the Poor," THE NATION, October 7, 1968.

An account of New York City Welfare Department's attempt to reform its program. The benefits given to 875,000 welfare poor would be reformed by establishing a "flat grant," the same for everyone, thereby eliminating the "special grant" and, at the same time, overcoming what had been a successful welfare rights movement.

71. May, Edgar. THE WASTED AMERICANS, COST OF OUR WELFARE DILEMMA. New York: Harper and Row, 1964.

A case worker's observation of the lack of communication or understanding between the general public, welfare recipients and case workers. The author contends that our concepts of welfare are based on the 30's, and that the middle class cannot understand new "poor."

72. Cray, Ed. "Social Reform Through Law," THE NATION, October 14, 1968.

An account of James Lorenz, Director of the California Rural Legal Assistance (CRLA). The extremely disruptive, but effective CRLA has earned the trust of California's rural poor. This article presents the unique approach (OEO) of social reform through law.

LAW

73. Hayden, Tom. REBELLION IN NEWARK. New York: Vintage Books (Random House), 1967.

An account of the Newark riot. This account focuses on the riot in terms of law enforcement, with emphasis on police brutality as the cause and continuation of the riots.

74. Hersey, John. THE ALGIERS MOTEL INCIDENT. New York: Alfred A. Knopf, Inc., 1968.

A personal investigation into the police shooting of three Negro youths during the Detroit riots. The author reconstructs happenings and follows the case through the trials.

75. Stringfellow, William. MY PEOPLE IS THE ENEMY. Garden City, N. Y.: Anchor Books, Doubleday and Company, Inc., 1964.

An autobiography of a Harvard Law School graduate who works with the East Harlem Protestant Parish. The book is concerned with the poor, their lack of legal protection and knowledge of their rights. The work of various churches and religious groups in Harlem is also discussed.

76. Taper, Bernard. GOMILLION VERSUS LIGHTFOOT. New York: McGraw-Hill Book Company, Inc., 1962.

Apartheid in Alabama—An account of the legal problems involved in overcoming political gerrymandering to keep white power intact in Tuskegee, Alabama. This book, in a slightly sarcastic tone, discusses the suit which resulted in three years of litigation followed by a Supreme Court decision and victory for the black community.

EDUCATION

77. Beck, John and Richard Saxe (eds.). TEACHING THE CULTURALLY DISADVANTAGED PUPIL. Springfield, Ill., Charles C. Thomas, 1965.

A discussion of the problems, programs, psychosocial aspects, language arts, math, music, and teacher qualifications necessary for working with the disadvantaged child.

78. Bernstein, Abraham. THE EDUCATION OF URBAN POPULATION. New York: Random House, 1967.

An approach to urban education based on the idea that people are improvable. The book points out that workers in urban education programs should be experimentalists and develops the concept of Educare.

79. Bloom, Benjamin S. STABILITY AND CHANGE IN HUMAN CHARACTERISTICS. New York: John Wiley and Sons, Inc., 1964.

A report on longitudinal research on mental, emotional and physical characteristics. This report treats the development and stability of these characteristics and the effect of variables such as environment. A strong argument for early intellectual and cultural stimulation is presented.

80. Conant, James B. SLUMS AND SUBURBS. New York: McGraw-Hill Book Company, 1961.

Contrasting of good schools in the slums with suburban schools. Conclusion is that schools should offer more distributive and realistic education.

81. Dentler, Robert, Bernard Machler and Mary Ellen Warshauer (eds.). THE URBAN R'S—RACE RELATIONS AS THE PROBLEM IN URBAN EDUCATION. New York: Frederich A. Praeger, 1967.

Readings dealing with the achievement differences between whites, Negroes, and Puerto Ricans. The book examines the effects of the civil rights revolution, discusses environmental differences, and suggests the rectification of deficiencies.

82. Eddy, Elizabeth. WALK THE WHITE LINE, A PROFILE OF URBAN EDUCATION. Garden City, N. Y.: Anchor Books (Doubleday and Company, Inc.), 1967.

Description of the actual conditions in slum schools based on reports of observation teams. The focus of the book is on the need for adult education and for raising the expectation level of administrators and teachers in these schools.

83. Fantini, Mario and Gerald Weinstein. THE DISADVANTAGED: CHALLENGE TO EDUCATION. New York: Harper and Row, 1968.

A critique of the compensatory theory in education and suggested alternative plans. Fantini and Weinstein maintain that it is extremely important for curriculum to be experience based and that programs and techniques developed and successfully used in teaching the disadvantaged could be effectively incorporated to improve the entire school structure.

84. Haggstrom, Warren C. "Poverty and Adult Education," ADULT EDUCATION, XV, 3 (Spring, 1965), pp. 145-160.

A discussion of the stigma attached to training programs. The problem is to create an action process to which adult education can relate, and apparently antipoverty programs have not done this. The authors propose that programs serve the givers, be creative and useful and help to eliminate poverty.

85. Levine, Daniel. "Black Power: Implications for the Urban Educator," EDUCATION AND URBAN SOCIETY, 1, 2 (February, 1969).

Discussion of the problems and dilemmas that "black power" feelings present to education. The book concludes that the feelings and goals can be well used to further desirable educational goals and programs and can be incorporated to strengthen a city's educational program.

86. Riessman, Frank. THE CULTURALLY DEPRIVED CHILD. New York: Harper and Row, 1962.

Discussion of the characteristics and problems of the culturally deprived. This book proposes that the culturally disadvantaged are interested in education and offers new ways of approaching the problem.

87. Warner, W. Lloyd, Robert J. Havinghurst and Martin B. Loeb. WHO SHALL BE EDUCATED. New York: Harper and Row Publishers, 1964.

A view of education as it affects various class levels. This book discusses the levels of aspiration, fulfillment and expectation of American public school education.

COMMUNICATION

88. Hall, Edward T. THE SILENT LANGUAGE. New York: Fawcett World Library, 1959.

A proposal of the idea that culture is communication and that communication on all levels involves so much more than words. These other things include actions, customs, space, time and all "talk."

89. Hayakawa, S. I. THE USE AND MISUSE OF LANGUAGE. Greenwich, Conn.: Fawcett Publishers, Inc., 1962.

A semantics approach to communication. The book contains two useful chapters: "Barriers to Communication" and "You Can't Write Writing." These two chapters deal with people not hearing what one expects them to hear or not reading what one thinks he has written, with special emphasis on the literacy of educational materials.

90. LANGUAGE PROBLEMS OF THE DISADVANTAGED. Report of the NCTE Task Force on Teaching English to the Disadvantaged, National Council of Teachers of English. Champaign, Illinois, 1965.

A discussion of the language barrier and problems involved in teaching standard English to the disadvantaged. This report contains valuable insights and practical suggestions to working with the disadvantaged, especially in the area of communication.

91. Hymes, Dell (ed.). LANGUAGE IN CULTURE AND SOCIETY. New York: Harper and Row, 1964.

Readings in the area of linguistic anthropology. The theme of the book is that language is easily the most nearly autonomous, self-consistent and self-contained unit which is discernible within total culture. Contributors include Boaz, Goodenough, Firth and Bloomfield.

LIVING AND WORKING

92. Bullock, Paul (ed.). WATTS: THE AFTERMATH BY THE PEOPLE OF WATTS. New York: Grove Press, Inc., 1968.

A picture of the Watts community. This book presents the point of view of the Watts residents on the police, welfare, narcotics, education, community control, the young and the 1965 riot seen in retrospect.

93. Canty, Donald (ed.). THE ILL-HOUSED. (A Compendium of recent writings and reports on national housing policy) Urban America, Inc., League of Women Voters of the United States, 1968.

A collection of materials which deal with the millions of Americans living in squalor in the cities and rural areas of this country in the inadequate environment described as "dilapidated and deteriorating housing."

94. Caplovitz, David. THE POOR PAY MORE: CONSUMER PRACTICES OF LOW-INCOME FAMILIES. New York: The Free Press of Glencoe, 1963.

A report of a study done as part of a program designed to overcome some of the consumer problems of low-income families. The research is based on intensive interviews of samples from low-income housing projects — white, black, Puerto Rican.

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95. Coles, Robert. "Like It Is in the Alley," DAEDALUS, LXIV, 4 (Fall, 1968).

A vignette on life "like it is" in the city ghettoes. This book deals with a black teacher, a nine-year-old boy who came up from Alabama with his mother, and a doctor who comments on the boy's situation.

96. DeCarava, Roy and Langston Hughes. THE SWEET FLYPAPER OF LIFE. New York: Hill and Wang, 1967.

A primarily pictorial account of a Harlem grandmother and her concerns about her children and grandchildren in the streets and tenements of Harlem.

97. Dowling, John H. "A 'Rural' Indian Community in an Urban Setting," HUMAN ORGANIZATION, 270, 3 (Fall, 1968).

A description of an Indian community within a Northern city (Green Bay, Wisconsin) and the problems of acculturation. The problem of employment is of special importance.

98. Duhl, Leonard M. D. "Urbanization and Human Needs," AMERICAN JOURNAL OF PUBLIC HEALTH, 54, 5 (May, 1964).

A discussion of the problems which arise from the impact of urbanization on the individual. The areas of complexity, identity and poverty as well as new patterns of community organization and new uses of human beings are discussed.

99. Jacobs, Paul. PRELUDE TO RIOT—A VIEW OF URBAN AMERICA FROM THE BOTTOM. New York: Vintage Books, 1968.

A definition and explanation of the urban crisis. The author attacks the police structure, social workers, teachers, employees and labels the urban crises as economic, political, racial and moral.

100. Jeffers, Camille. LIVING POOR (a participant observer study of priorities and choices). Ann Arbor, Michigan: Ann Arbor Publishers, 1967.

An account of a worker with the Health and Welfare Council of the National Capitol Area who lived, with her son, in urban public

housing. The author found that explanations were always more complicated than first appearances would seem and that life was contingency based.

101. Markham, Charles (ed.). JOBS, MEN AND MACHINES. New York: Frederick A. Praeger, Publisher, 1964.

A report of a conference on solutions to problems of automation and employment in New York, 1963. The report deals with the problems, solutions, and effects that automation has had on the community and employment.

102. McGhee, Peter S. "Biography of a Tenement—From Pasture to Squalor," THE NATION. (March 23, 1964), p. 293.

A history of a building in Harlem built on south pasture land in 1870. It tells the story of the people who have lived there, ownership fights, decay and violations, neglect, rent strike and finally its position in the city's receivership program.

103. Ross, Arthur and Herbert Hill (eds.). EMPLOYMENT, RACE AND POVERTY. New York: Harcourt, Brace and World, Inc., 1967.

Readings on the results of a four-year study of unemployment in the areas of economic disabilities of Negro workers and the possibilities of economic integration. (Has sections to cover topics such as position, social effects, protest, employers, unions, education and law.)

104. Schussheim, Morton J. TOWARD A NEW HOUSING POLICY: THE LEGACY OF THE SIXTIES. New York: Committee for Economic Development, 1969.

A review of the record of federal housing policy during the 1960's. The 1960's was a time of tremendous legislative action, a new Cabinet level department, rising income and population; however, a decrease in housing started. The author examines the reasons for the poor showing, the issues involved—lack of money, bureaucracy, high interest rates and inability to utilize technological advancements.

105. Spear, Allan H. BLACK CHICAGO: THE MAKING OF A NEGRO GHETTO 1890-1920. Chicago: The University of Chicago Press, 1967.

A documentary study of the formulation of a Northern ghetto—internal and external factors, impact on Negro ideology, race consciousness and leadership. The sources are primarily public records.

106. Suttles, Gerald D. THE SOCIAL ORDER OF THE SLUM. Chicago: The University of Chicago Press, 1968.

A study of the Addams area of Near West Side, Chicago, based on intensive observation of internal relations. The author was interested in discovering links with the outside and the realities of the moral order in the slum community.

107. Thursz, Daniel. WHERE ARE THEY NOW. Washington, D. C.: Health and Welfare Council of the National Capital Area, 1966.

A discussion of the post-relocation adjustment of families who received assistance in moving from the slums to public and private housing. The author uses sample interview technique and found relocators in public housing did much better than those in private housing, although poverty conditions *persisted in both.*

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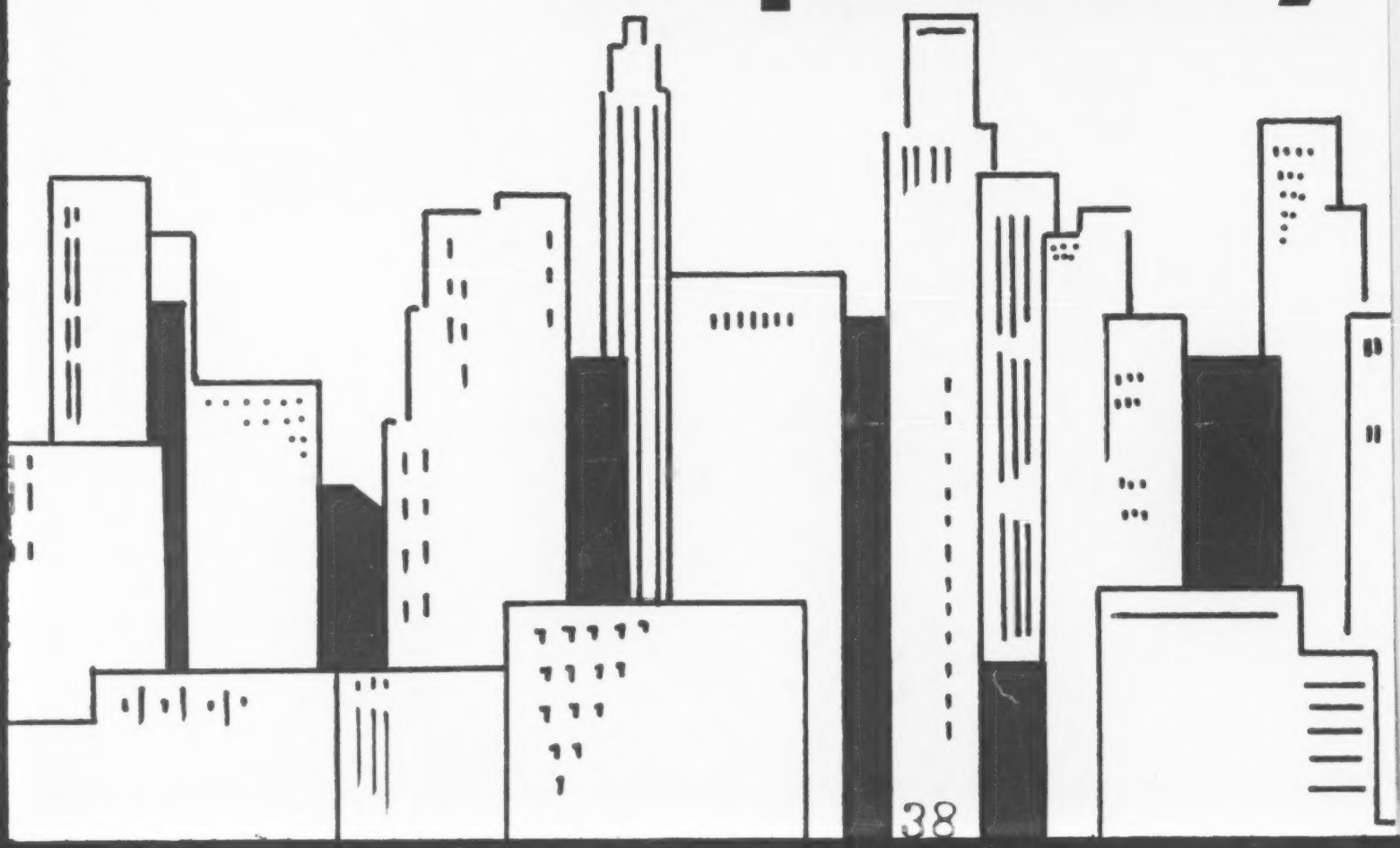


108. Abrams, Charles. THE CITY IS THE FRONTIER. New York: Harper and Row, 1965.

A discussion of the causes of central city decline, the slum, housing problems, social unrest, urban renewal, dislocation, and federal housing are of particular interest in this book which offers some objectives and blueprints for solving the inner-city housing problems and general living conditions.

109. Agger, Robert E. and Daniel Goldrich. "Community Power Structure and Partisanship," AMERICAN SOCIOLOGICAL REVIEW. (August, 1958), p. 383.

A comparative community study of local politics. Two communities in the Far West are compared to look into the relationship between the local power structure and partisan behavior.

110. Axelrod, Morris. "Urban Structure and Social Participation," AMERICAN SOCIOLOGICAL REVIEW, XXI (February, 1956), p. 13.

Report of study in urban area. The data collected in the Detroit area revealed that income, education, occupation, status affected membership in formal groups.

111. Bell, Wendell and Maryanne T. Force. "Urban Neighborhood Types and Participation in Formal Associations," AMERICAN SOCIOLOGICAL REVIEW, XXI (February, 1956), p. 25.

A study of social participation in San Francisco. The authors assumed that a person's status and role will determine his participation and that his status can be determined by his neighborhood. The study revealed the higher the status within each neighborhood, the greater the amount of activities.

112. Bell, Wendell and Marion Boat. "Urban Neighborhoods and Informal Social Relations," AMERICAN JOURNAL OF SOCIOLOGY, LXII (January, 1957) p. 391.

A continuation of an earlier study. The study concluded that "family and economic characteristics of an urban neighborhood may greatly influence the informal social relations of city residents."

113. Burns, Norman and Cyril O. Houle (eds.). THE COMMUNITY RESPONSIBILITIES OF INSTITUTIONS OF HIGHER LEARNING. Chicago: The University of Chicago Press, 1948.

A collection of papers dealing with areas such as what the university responsibility in the area of Adult Education is and industrial and labor concerns for Adult Education.

114. Canty, Donald (ed.). CRISIS: THE CONDITION OF THE AMERICAN CITY. Urban America, Inc. League of Women Voters of the United States. February, 1968.

A discussion of the growth of metropolitan areas, conditions of slum-ghettos, financial problems, malfunctions of local government and unhealthy environment.

115. "The Conscience of the City," DAEDALUS, 97 (Fall, 1968).

A collection of writings on the current urban scene. Contributors cover such broad topics as "Traditional City in Transition," "Processes and Goals for Change," "New Functions in Urban Communities," "Ways Out of the Ghetto" and "Urban Policy."

116. Dewey, Richard. "The Neighborhood, Urban Ecology and City Planners," AMERICAN SOCIOLOGICAL REVIEW; XV, 4 (August, 1950), p. 503.

An analysis of the "neighborhood-unit plan." The article also explores the reasons why the author doubts that it can be effectively applied in an urban setting.

117. Dobbs, Ralph. "Self-Perceived Educational Needs of Adults," ADULT EDUCATION, XVI, 2, (Winter, 1966).

A comparison of the needs of adults in declining and non-declining communities. The author, using personal interviews as the data source, found needs very similar.

118. Duhl, Leonard J. (ed.). THE URBAN CONDITION. New York, Basic Books, Inc., 1963.

A collection of readings related to the urban condition. The papers are grouped under the broad headings of "Man and His Environment," "Renewal and Relocation—Urbs and Suburbs," "Social Action and Reaction," "The Strategy of Intervention" and "Ecology of the Social Environment." In each section, various sociologists, city planners, psycholo-

gists, lawyers, biologists, etc., attempt to deal with the mental health of urban society related to environment.

119. Foskett, J. M. "Social Structure and Social Participation." AMERICAN SOCIOLOGICAL REVIEW, XX (August, 1955), p. 431.

A discussion of social structure and participation. The question of who participates in community affairs, to what extent, and why is the focus of the book. The answer involves structural patterns in community. The study points out that educational level is the most significant variable and age, the least.

120. Green, Elizabeth, Jeanne R. Lowe and Kenneth Walker (ed.). MAN AND THE MODERN CITY. Pittsburgh: University of Pittsburgh Press, 1963.

Readings dealing with modern implications of urbanization. This book offers many excellent descriptions of the image and promises of the city as well as the problems faced by the modern city. It also deals with aspects of suburbanism and the challenges that the modern city offers to education, and economic and social life.

121. Gordon, Mitchell. SICK CITIES, PSYCHOLOGY AND PATHOLOGY OF AMERICAN URBAN LIFE. New York: The MacMillan Company, 1965. (Also published by Penguin Books, Baltimore.)

A definitive account of the problems shared or endured by city dwellers—traffic, air pollution, dumps, water, lack of space, police and fire protection, schools, libraries, confused governmental lines of authority, general blight. The author bases much of his information and opinions on the City of Los Angeles.

122. Greer, Scott. THE EMERGING CITY—MYTH AND REALITY. New York: The Free Press, 1962.

A treatment of the city, as the summation of contemporary society. The crises of the city today are of an intellectual, identity or theoretical nature. The author uses these crises to discuss order and change, the urban citizen, rootlessness, policy making in the city, special problems and how the changing image of the city.

123. Hunter, Floyd. "The Structure of Power in Regional Cities," POLITICS IN THE METROPOLIS. Thomas R. Dye and Brett W. Hawkins (eds.). Charles E. Merrill Books, Inc., Columbus, Ohio, 1967.

A study of the power structure of a regional city, Atlanta, Georgia—who makes the decisions and who carries them out. The book discusses the structure of power, finds it monolithic and pyramid in shape and covers the roles of various levels and types in the structure.

124. Johnstone, John W. C., and Ramon J. Rivera. VOLUNTEERS FOR LEARNING: A STUDY OF THE EDUCATIONAL PURSUITS OF AMERICAN ADULTS. Chicago: Aldine Publishing Company, 1965.

A survey—on a national scale—of adult education. The study is inclusive of all forms of further education at all levels and is a study of participants, evaluation of present practices and prophecy for the future.

125. Kornhauser, William. POWER AND PARTICIPATION IN THE LOCAL COMMUNITY. Health Education Monograph No. 6, 1959.

A report of research on power and participation. The research shows that contrary to expectation the "power structure" often is defeated when emotional issues such as fluoridation are at stake. The author feels that the alienation of many peoples gives their oppositional activity a peculiar power. He further presents the need to develop effective modes of participation for all elements of the community.

126. Morris, Robert and Martin Rein. "Emerging Patterns in Community Planning," SOCIAL WORK PRACTICE. New York: Columbia University Press, 1963.

A review of patterns in community planning. The authors review the implications of some of the new planning agencies and the problems of coordination. They conclude that best results will probably come through political action.

127. Spiegel, Hans B. C. (ed.). CITIZEN PARTICIPATION IN URBAN DEVELOPMENT. Washington, D. C.: NTL Institute for Applied Behavior Science, 1968.

A collection of readings that cover concepts and issues involved in citizen participation. Special emphasis is given to programs dealing with housing, urban renewal, the anti-poverty war, the impact of Saul Alinsky, and implications for community decision-making.

128. Starr, Roger. URBAN CHOICES: THE CITY AND ITS CRITICS. Baltimore: Penguin Books, 1968.

A look at criticisms of urban reforms and conditions. This provocative book deals with some widely held assumptions that probably are not true, actual and paradoxical urban situations and suggestions for realistically facing and dealing with the modern city.

129. Warren, Roland (ed.). PERSPECTIVES ON THE AMERICAN COMMUNITY. A BOOK OF READINGS. Chicago: Rand McNally and Company, 1966.

A collection of articles, essays and selections on the American community. The main divisions are entitled: "Basic Approaches to the Community," "Metropolis, City, and Village," "The Community's Vertical and Horizontal Patterns," "Planned Community Change," "Citizen Participation," and "Varied Aspects of Community Life."

130. Wirth, Louis. "Urbanization as a Way of Life." AMERICAN JOURNAL OF SOCIOLOGY, XLIX, 1 (July, 1938).

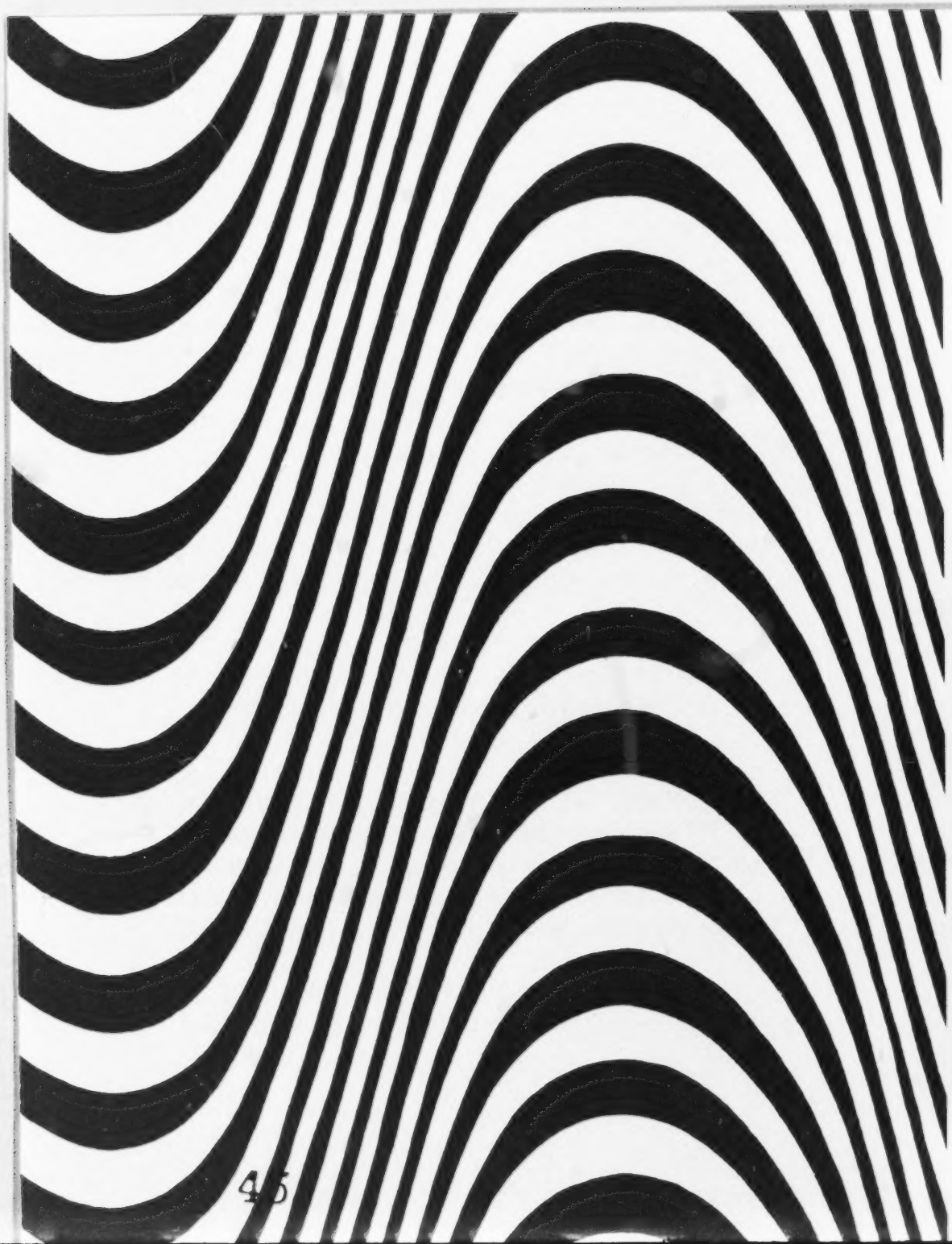
A definition of the city as a large, dense and permanent settlement of socially heterogeneous individuals. The author proposes that the sociologist should develop a clear conception of the city as a social entity and a workable theory of urbanization.

131. Wilson, James Q. "Planning and Politics: Citizen Participation in Urban Renewal," JOURNAL OF THE AMERICAN INSTITUTE OF PLANNERS, XXIX, 4 (November, 1963).

An explanation of why "the higher the level of indigenous organization in a lower-class neighborhood, the poorer the prospects for renewal in that area."

132. Wood, Robert C. METROPOLIS AGAINST ITSELF. New York: Committee for Economic Development, 1967.

A description of the characteristics of metropolitan areas and resultant problems that arise in response to economic growth and change. The book focuses on the expansion of the service state, multiplicity, non-political means of dealing with problems, regional action and leadership.



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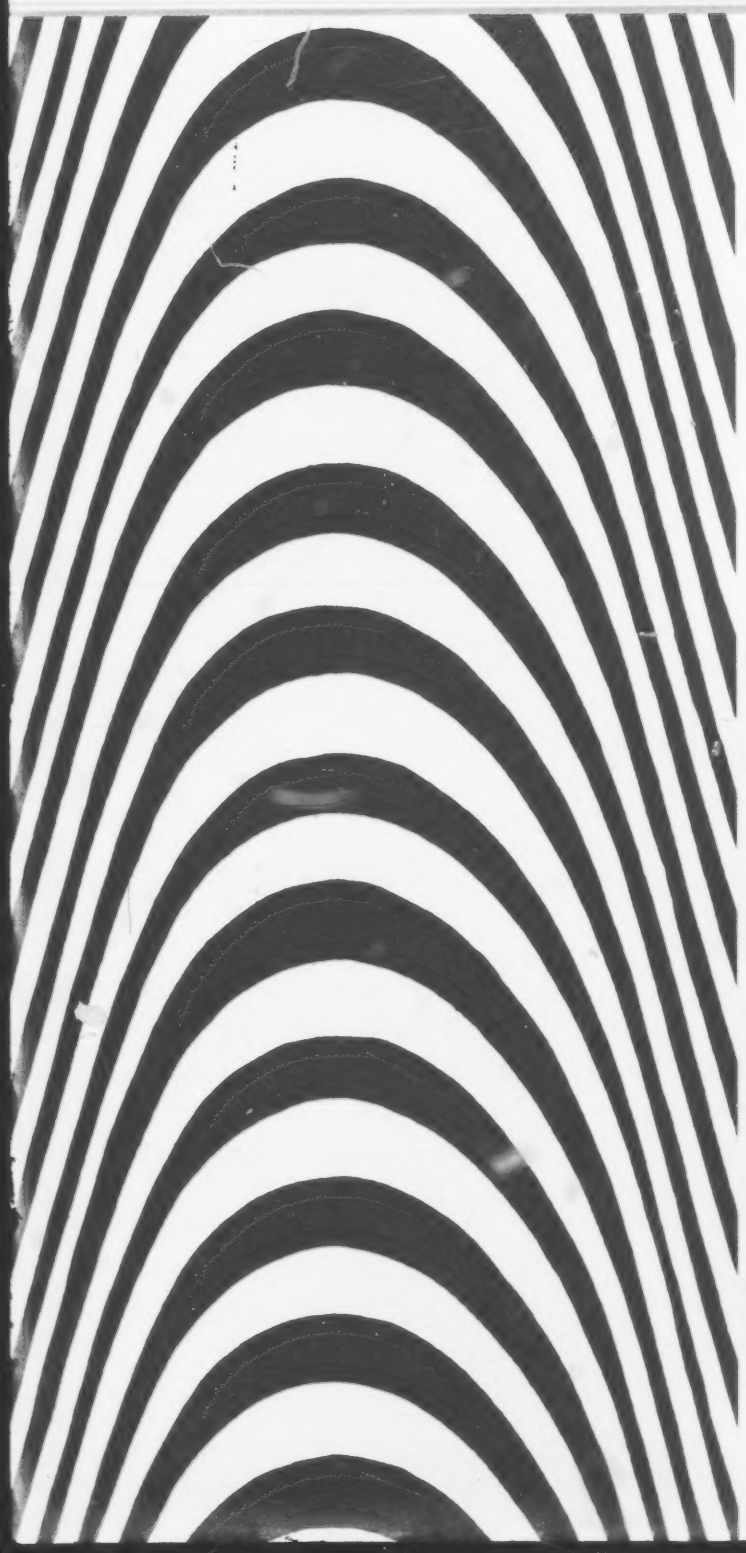

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PROGRAMS

133. ADULT EDUCATION–COMMUNITY ACTION. Washington, D. C.: Office of Economic Opportunity, July, 1966.

A description of the need for adult education, the most important relevant provisions of the Economic Opportunity Act and suggestions for developing and implementing adult education programs.

134. COMMUNITY ACTION AND URBAN HOUSING–COMMUNITY ACTION PROGRAM. Office of Economic Opportunity, Washington, D. C., November, 1967.

A pamphlet prepared to assist communities in analyzing their needs, assessing resources available and developing effective community action programs.

135. COMMUNITY EDUCATION: TUTORIAL PROGRAMS. COMMUNITY ACTION PROGRAM. Office of Economic Opportunity, Washington, D. C., October, 1967.

A pamphlet outlining activities that are a part of tutorial projects, project organizations and relationship to public schools. It also gives information on technical assistance available to sponsors.

136. Coyle, David Cushman. BREAKTHROUGH TO THE GREAT SOCIETY. New York: Oceana Publications, Inc., 1965.

A summary of information from the White House and Congressional committees about the progress and goals of the War on Poverty. The book concludes that progress has been made and discusses political attitudes that will insure further progress.

137. Crook, William and Ross Thomas. WARRIORS FOR THE POOR. THE STORY OF VISTA. New York: William Morrow and Company, Inc., 1969.

An account of the history and development of VISTA. The book provides examples of the kinds of work done by VISTA volunteers and predictions about the future.

138. EXAMINATION OF THE WAR ON POVERTY PROGRAM. Hearings before the sub-committee on the War on Poverty Program of the Committee on Education and Labor, House of Representatives, 89th Congress, Washington, D. C. (April, 1965).

An examination of the facts which have developed under the administration of the Act.

139. Kramer, Ralph M. PARTICIPATION OF THE POOR. COMPARATIVE COMMUNITY CASE STUDIES IN THE WAR ON POVERTY. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1969.

CAP case studies done in various California communities. The studies bear out Moynihan's contention that the poor were really not supposed to participate in program planning. The book contains excellent references to journal articles and publications about the CAP program.

140. Moynihan, Daniel P. MAXIMUM FEASIBLE MISUNDERSTANDING. COMMUNITY ACTION IN THE WAR ON POVERTY. New York: The Free Press, 1969.

A treatment of the war on poverty. Author contends that in spite of good intentions the "grass roots" war on poverty has been a complete failure except as an example of what not to do.

141. ADULT BASIC EDUCATION: A GUIDE FOR TEACHERS AND TEACHER TRAINERS. Washington, D. C.: The National Association for Public School Adult Education, May, 1966.

Detailed outlines and procedural suggestions for workshops and programs in teacher training. This source contains an excellent chapter on "Characteristics of Under-Educated Adults and How They Affect Teaching Techniques." It also discusses the psychology of learning.

142. ADULT LEADERSHIP, XVII, 2 (June, 1968).

An issue containing excellent articles on Adult Basic Education programs, materials, methods and goals. Some of the best are Hershey's "Training Teachers for Adult Basic Education," Wood's "Using the Tape Recorder in Teaching Adults to Read," and Axford's "Top Priority: Adult Basic Education."

143. Anderson, Clarence A. "In Adult Basic Reading Programs Are We Teaching Students or Systems?" ADULT LEADERSHIP, XVI, 5 (November, 1967), p. 179.

An article devoted to the thesis that adults must and can move very rapidly in skill development. The author points out that teachers are critical of using a single system or basal approach to reading problems and that it is better to meet individual needs and to develop teaching strategies based on diagnosis.

144. Bamman, Henry A. FUNDAMENTALS OF BASIC READING INSTRUCTION. New York: David McKay Company, 1964.

A basic text with clear definitions of basic reading terms and fundamentals.

145. Boone, Edgar and Emily H. Quinn. CURRICULUM DEVELOPMENT IN ADULT BASIC EDUCATION. Chicago: Educational Opportunities Division, Follett Publishing Company, 1967.

A challenge that curriculum development is an intellectual adventure requiring boldness, inventiveness and imagination.

146. Carter, Homer and McGinnis. TEACHING INDIVIDUALS TO READ. Boston: D. C. Heath and Company, 1963.

Material on word study aids and development, pronounciation, configuration, dictionary work, analysis, picture clues . . . .

147. Chall, Jeanne. LEARNING TO READ: THE GREAT DEBATE. New York: McGraw-Hill, 1968.

Results of a three-year study of experimental research, interviews, visits to more than 300 classrooms. The author found overwhelming evidence in favor of "early stress on learning the code." The book is critical of "the influence of the prevailing climate of opinion" which tends to keep reading instruction in a rut and of the efforts of the mammoth publishing companies. It also provides suggestions for improving reading instruction.

148. CURRICULUM GUIDE TO ADULT BASIC EDUCATION. OE-13031, Circular No. 781. U. S. Department of Health, Education and Welfare, U. S. Government Printing Office, Washington, D. C., 1966.

A practical guide for setting up and planning curriculum and daily lesson in ABE—based on job training orientation.

149. FRONTIERS IN ADULT BASIC EDUCATION. A Compilation of Selected Papers and Group Reports presented at the Southeastern Region IV Institute for Teacher-Trainers in Adult Basic Education (August 1-26, 1966). Office of Continuing Education, The Florida State University.

A collection of background material that covers the major problems of the culturally deprived, the sociological implications and welfare problems as well as practical information on teaching to adults. (Special emphasis on the teaching of reading.)

150. Gans, Roma. COMMON SENSE IN TEACHING READING. New York: Bobbs-Merrill Company, Inc., 1963.

An eclectic approach to the teaching of reading.

151. LANGUAGE PROGRAMS FOR THE DISADVANTAGED. Report of the NCTE Task Force on Teaching English to Disadvantaged. National Council of Teachers of English, Champaign, Ill., 1965.

A source for the teaching of English as a second language. The book proposes that problems in ABE are (1) economic, (2) familial, (3) social, and (4) psychological.

152. Lanning, Frank and Wesley Many (eds.). BASIC EDUCATION FOR THE DISADVANTAGED ADULT: THEORY AND PRACTICE. Boston: Houghton-Mifflin Company, 1966.

A discussion of the problems of literacy in the U. S. The book discusses methods of teaching the disadvantaged (especially reading), covers the evaluation of materials and offers techniques proved to be useful. (Practical book.)

153. Marshall, Jon C. and Patrick O. Copley. "Problems of Adult Basic Education Teachers." ADULT LEADERSHIP, XVI, 2 (June, 1967), p. 55.

An article proposing that the major problems are finding suitable curriculum, the adult learners, and suitable teachers, and organizing programs. The author suggests workshops to share ideas and learn of new developments.

154. McClaney, Francis A. "Counseling in Adult Basic Educational Programs," ADULT LEADERSHIP, XV, 3 (September, 1966), p. 78.

An article which proposes that the motivation for adult education springs from failure. The author maintains that the student can be easily discouraged and demoralized. The awareness of all services available as part of the counseling program was also stressed.

155. Olsen, James. "Instruction Materials for Functionally Illiterate Adults," ADULT LEADERSHIP, XIII, 9 (March, 1965), p. 275.

Listings of materials available, sources and some evaluation.

156. Pine, Gerald and Peter J. Horne. "Principles and Conditions for Learning in Adult Education," ADULT LEADERSHIP, XVII, 4 (October, 1969).

A description of Operation Mainstream. The article presents facts and observations gathered from that project and lists some formulated learning principles as well as conditions which facilitate learning.

157. Puder, William H. and Samuel E. Hand. "Personality Factors Which May Interfere with the Learning of Adult Basic Education Students," ADULT EDUCATION, XVIII, 2 (Winter, 1968), p. 81.

A discussion of problems—the closed mind, alienation, hostility, poor self-image—which can interfere with adult learning.

158. Summers, Edward G. "Adult Basic Education: A New Dimension in Reading?" ADULT LEADERSHIP, XV, 1 (May, 1966).

A description of new federal programs which are developmental and compensatory in nature (11.5 million adults lack basic education).

159. Smith, Edwin H. ANNOTATED BIBLIOGRAPHY—TEACHING READING IN ADULT BASIC EDUCATION. Tallahassee: Florida State Department of Education, December, 1965.

An account of the techniques, levels of adult reading, general instructional methods, disabilities, techniques for different levels, subject matter approaches, materials . . . .

160. Smith, Edwin H., et al. SPECIFIC TECHNIQUES FOR TEACHING READING. Tallahassee: Florida State Department of Education, October, 1965.

Suggestions and exercises for word recognition, vocabulary, comprehension, study skills.

161. Ulmer, Curtis. TEACHING THE DISADVANTAGED ADULT. Athens: A Publication of the Georgia State Department of Education, 1967.

Descriptions of the adult student; the disadvantaged adult student; teaching and counseling disadvantaged adults; community, state and federal organization and resources. This book presents a complete and unusual coverage of the ABE program.

162. THE TIDE OF PROGRESS. Office of Economic Opportunity—Community Action Programs. Washington, D. C., U. S. Government Printing Office, 1968.

An up-to-date review of OEO's successes in various fields: Community Action, Indian work, Upward Bound, Job Corps, VISTA, Head Start, rural programs, legal services, migrant work — money spent and people served.

APPROACHES

163. Conklin, Paul. "Good Days at Rough Rock: They're Giving Education Back to the Indians," AMERICAN EDUCATION (February, 1967).

An account of education for a minority group. This article gives serious consideration to the culture, values, needs and heritage of the group. Suggested program contains many excellent innovations including participant planning.

164. Halpern, Ray and Betty. "The City That Went to School," THE NATION (May 13, 1968).

An account of how the citizens of Berkeley, California, have worked toward total integration of their schools. The citizens realized that the black and white parents must integrate first, plan together, unite for political and professional planning. It all began with interracial participation in community committees responding to common problems.

165. Orhan, Shije and Norma Radin. "Teaching Mothers to Teach: A Home Counseling Program for Low-Income Parents," THE FAMILY COORDINATOR, XVIII, 4 (October, 1969), p. 326.

A description of a program successfully used with parents of disadvantaged children. The program included bi-weekly visits to the home where parents were taught how to teach specific cognitive concepts to support the kindergarten curriculum. Parents were also taught to evaluate progress and motivate children's involvement.

166. Schrank, Robert and Susan Stein. "Industry in the Black Community: IBM in Bedford-Stuyvesant," THE JOURNAL OF THE AMERICAN INSTITUTE OF PLANNERS, XXXV, 5 (September, 1969).

A report of one year of operation of an IBM computer component plant in a black poverty

area. The program has expanded and built an excellent production and performance record. The authors feel this result has implications for industrial development in other ghetto areas and should overcome some of the old taboos about center city locations and the disadvantaged work force.

167. "To the Hills and Hollows," AMERICAN EDUCATION (February, 1967).

Accounts of current education and the successful innovations in teaching the people of Appalachia.

168. Abbott, William. "Labor Education Is the Key to Training Community Educators," ADULT LEADERSHIP (September, 1969), p. 86.

A proposal says that adult education can be the key to making the revolution of rising expectations a democratic and peaceful one. The book maintains that citizen participation is a cruel mockery without adult education to accompany it; both community leaders and special technicians need special training, especially in communicating. Adult educators must bring people together in situations where creative learning processes can take place and "community educators" can be produced.

169. Asbell, Bernard. THE NEW IMPROVED AMERICAN. New York: McGraw-Hill Book Company, 1965.

An account of the cheerful side of automation. The author feels that ignorance is a result of the outgrowth of preautomation; automation can rescue primitives. The book is very optimistic and provocative about the cure-all effects of education.

170. Delliquadri, Fred (ed.). HELPING THE FAMILY IN URBAN SOCIETY. New York: Columbia University Press, 1963.

Reports from the National Conference on Social Welfare Forum, New York, 1962. The topic is the family in context. (Of special interest—article by Dr. Charles Frankel on change in the family role, from doctor to patient.)

171. Fischer, John. "The Easy Chair—Planning for the Second America," HARPER'S (November, 1969), p. 21.

A plea for long-range plans for the population increase that is expected in the next 30 years. The article reviews four books which outline plans to accommodate the next 100 million people. The point is made that it would be a terrible mistake to force the next 100 million to live in our present cities. Perhaps a second America can be built in a sensible and humane fashion.

172. Freeman, Orville. "Land to Live In—Toward an Urban/Rural Balance," CURRENT, III (October, 1969).

A treatment of the rural/urban balance that is a nationwide challenge. The author proposes that the issue today should be responsibility – not jurisdictional rights. Topics discussed are: a rural development bank and key elements in planning a total town and country development program, jobs, government contracts, outdoors – space, agriculture, education, physical facilities and services, new towns, immediate needs of unprepared, and untrained hungry rural Americans. Hope is expressed for breaking the rural/urban cycle.

173. Gardner, John. "What Kind of an America Do You Want," READER'S DIGEST (September, 1969).

A look into the future of America. The author feels that the country and responsible citizens have an opportunity to develop a new concept of growth—by modeling institutions in which change is a part of the natural growth.

174. Gittell, Marilyn. "Urban School in the 1970's," EDUCATION AND URBAN SOCIETY, I, 1 (November, 1968), p. 9.

A treatment of the failure of urban education to deal with urban problems. Such a failure by integration and compensatory education will lead to demands for complete restructuring of city schools; citizens will demand and get increased community control. This will, of course, result in greater community participation and interest in all educational systems. Education will represent a major target for community activists in the 1970's. Changing the schools will change the cities.

175. Gordon, Milton. ASSIMILATION IN AMERICAN LIFE. New York: Oxford University Press, 1964.

A discussion of the ways in which various ethnic groups have become a part of American culture. The book treats the aims and possibilities of the present day minority groups in becoming either a part of the melting pot, a part of a pluralistic society, or a part of an Anglo-concept culture.

176. Harrington, Michael. "Cities to Live In," THE NEW REPUBLIC (May 25, 1968).

A review of Lewis Mumford's THE URBAN PROSPECT. The author supports Mumford's view that a humane, urban environment must be planned and that such planning involves changing methods and objectives. The possible aim for new towns and rehabilitation of old neighborhoods, large enough to provide diversity and small enough to encourage sociability and participation, was proposed.

177. Hart, Philip. "Adult Education for Social Change," ADULT LEADERSHIP, XVII, 2 (June, 1968).

A look at social challenges that face society—human relations, consumer education, international relations, citizen responsibility, increased leisure time. The book discusses the role of adult education in relation to human relations and change.

178. Jaffe, A. J. and Joseph Froomkin. TECHNOLOGY AND JOBS: AUTOMATION IN PERSPECTIVE. New York: Frederick A. Praeger, 1968.

A review of current job trends and economic schools and philosophies about automation. The authors feel there has been very little fundamental change in the job field and that the future will be very much like the present.

179. King, Martin Luther, Jr. WHERE DO WE GO FROM HERE: CHAOS OR COMMUNITY? New York: Harper and Row, 1967.

A discussion of Negro rights and civil rights and equality, review of the situation in 1965, implications of black power and white backlash. The book discusses the dilemma of Negro Americans and argues for voter and education power and the elimination of poverty through a guaranteed income.

180. Michael, Donald. THE UNPREPARED SOCIETY: PLANNING FOR A PRECARIOUS FUTURE. New York: Basic Books, Inc., Publishers, 1968.

A sample of the work, concerns and suggestions of modern "futurists." The book includes a discussion of the economic and technological aspects as well as psychological and sociological dimensions of change. Choices and challenges—especially for educators and education—are also presented.

181. Pearl, Arthur and Frank Riessman. NEW CAREERS FOR THE POOR. New York: The Free Press, 1965.

A look at the New Career model and program formulated to change the working conditions of the poor by using them as paraprofessionals in mutually valuable training programs.

182. Pope, Allen. "An Educational Program for Adult American Indians," ADULT LEADERSHIP, XVIII, 5 (November, 1969).

A description of a unique family education program in its second year of operation at the University of Montana. The program is designed to give basic education and prevocational orientation for 100 trainees, provide family life education for wives when applicable and day care centers for pre-school children. (Students and families live in university housing.)

PREDICTIONS

183. Alinsky, Saul D. FROM CITIZEN APATHY TO PARTICIPATION (mimeograph). The Industrial Areas Foundation, Chicago, Ill.

Author feels that planning and participation involves getting away from the "success conditioning" and developing a desire for "Community Disorganization." Work of this sort requires an "Agitator." The power, which is vital, comes through organization, and power is necessary for any accomplishments. Programs must respect the dignity of the individual who must work to achieve accomplishments if he is to value them. He feels that it is important to take rights and not wait for them to be given – be active, not passive. Organizations should supply a series of specific issues and situations for a rich field of learning processes.

184. Gardner, John W., Chairman, The Urban Coalition. Address at the 100th Commencement, Cornell University, June, 1968 (mimeograph).

A vision of the future that emphasizes the need for change to be taken in stride and the great importance of redesigning institutions so change can be accomplished.

185. Sharer, Robert. THERE ARE NO ISLANDS. North Quincy, Mass.: The Christopher Publishing House, 1969.

An opinion that Adult Education is both valuable and necessary for adult educators to explore their relevance and relationship to the issues of today. The author sees the confrontation: "Can education prepare our citizens to participate intelligently in the making of decisions forced upon society by the breakthroughs of science?" Adult educators must be more than teachers in the traditional sense. They must explore issues and more fully develop the concept of "continuing education."

186. REPORT OF THE NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS. New York: E. P. Dutton and Company, 1968. (Kerner Report.)

The official report on the causes of riots and recommendations for overcoming these disturbances. The report includes plans for the future as well as warnings.

187. Riessman, Frank. STRATEGIES AGAINST POVERTY. New York: Random House, 1969.

An analysis of the three major anti-poverty strategies in the 1960's. The book emphasizes the New Career model because it allows for real change and utilizes non-professionals in decentralized structures.

188. Schwebel, Milton. WHO CAN BE EDUCATED? New York: The Grove Press, 1969.

An optimistic yet realistic approach to the educational problems of the future. The author's answer is Everyman, and the theme is developed historically and includes research that has been done in biology, psychology, sociology, and education. (Piaget influence.)

189. Theobald, Robert (ed.). SOCIAL POLICIES FOR AMERICA IN THE SEVENTIES: NINE DIVERGENT VIEWS. Garden City, N. Y.: Doubleday and Company, Inc., 1968.

Ideas about alternatives of economic and social values and systems. Experts offer completely divergent views on proposals: Keyserling's pleas for economic growth through technical development, Mangum's ideas for providing jobs for everyone, Weyman's plan for bonuses for achievement, Pearl's "New Career," Suhm's earned leave proposals, Kelso and Hetter's plan for capital rights for all. The book also includes Theobald's, Holt's and McHale's opinions of existing systems and alternate proposals in terms of human needs and rights.

190. Wheeler, Harvey. "A Moral Equivalent for Riots," SATURDAY REVIEW (May 11, 1968).

A discussion of the cause and effects of violence. The book focuses especially on the United States, the internalization of violence that has become characteristic of the Negro, resulting in violence against the white society. The author proposes that Negroes need self-strengthening institutions they build for themselves. Riots are such institutions, but the author suggests the establishment of Negro community corporations, programs for the development of Negro culture, colleges, schools, multi-media homes, and new cities.

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appendix

191. Herskovits, Mellville J. ACCULTURATION–THE STUDY OF CULTURE CONTACT. New York: J. J. Augustin, 1938.

Discussion of the effects of contact between people.

192. Hodgkinson, Harold L. EDUCATION, INTERACTION AND SOCIAL CHANGE. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1967.

Discussion of the relationships between the social sciences and education. The book covers concepts such as role theory, bureaucracy, functionalism, the results of research on stratification, mobility and community organization.

193. Kluckholn, Clyde. MIRROR FOR MAN, A SURVEY OF HUMAN BEHAVIOR AND SOCIAL ATTITUDES. New York: McGraw-Hill Book Company, Inc., 1949.

An introduction to modern anthropology, emphasizing human behavior and social attitudes. Discusses what anthropologists do – special divisions of labor or interests. Book also gives an overview of American and world social pattern.

194. Lewin, Kurt. RESOLVING SOCIAL CONFLICTS. New York: Harper and Row, Publishers, 1948.

A presentation of theories, hypotheses, experiments and illustrations dealing with social relations, conflicts and problems. Problems involved in re-education, especially in democratic education, are presented. Part III deals with experiments in group and leader dynamics, hope, and relevance as they affect education.

195. Merton, Robert K. SOCIAL THEORY AND SOCIAL STRUCTURE. New York: The Free Press of Glencoe, 1957.

A discussion of sociological theory and studies in social and cultural structure. Concepts and theories such as bureaucratic structure and personality, role of intellectual, self-fulfilling prophecy, sociology of knowledge, mechanization and Puritanism are discussed.

196. Merton, Robert K. and Robert A. Nisbet (eds.). CONTEMPORARY SOCIAL PROBLEMS. New York: Harcourt, Brace and World, Inc., 1961.

A collection of readings to promote understanding of social problems by looking at the problems of a complex, industrial society seen in comparison with other types of societies. Such deviant behavior as crime, delinquency, addiction, suicide, and disaster are covered. William Goode's "Family Disorganization," James Coleman's "Community Disorganization," and Arnold Rose's "Race and Ethnic Relations" are of particular interest.

197. Redfield, Robert. THE LITTLE COMMUNITY—VIEWPOINTS FOR THE STUDY OF A HUMAN WHOLE. Chicago: The University of Chicago Press, 1955.

A discussion of forms of thought for understanding humanity—methods, techniques of observation and analysis and conceptions which allow for characterization and comparison. The author feels a community and a human career follow same development and suggests the effects that change can have on development of either.

198. Redfield, Robert. THE PRIMITIVE WORLD AND ITS TRANSFORMATIONS. Ithaca, N. Y.: Cornell University Press, 1953.

A discussion of the changes brought about in mankind by the advent of civilization—cities. The author presents characteristics of both societies—the peasant and the proletariat—and sets up a scheme for understanding and evaluating societies.

199. Stark, Werner. THE SOCIOLOGY OF KNOWLEDGE. London: Routledge and Kegan Paul, 1967.

A presentation of reasons for caring about society. The prime reason rests on the premise that society develops our capacity to interpret experience. "No one is an island—to be a man of culture is to be a creature of society."

200. Bellamy, E. LOOKING BACKWARD.

201. de Tocqueville, A. DEMOCRACY IN AMERICA.

202. Freud, S. CIVILIZATION AND ITS DISCONTENTS.

203. Marcuse, H. ONE-DIMENSIONAL MAN.

204. Marx, K. DAS KAPITAL.

205. Weber, G. THE SPIRIT OF CAPITALISM AND THE PROTESTANT ETHIC.

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